

The answers start from the next page.

# FII 1 – 3

1	2	3
<b>I</b>	<b>I</b> 1) ordered German familiar 2) glaring planted firmly blocking her path	<b>I</b> 1) yards behind farther back walking slowly 2) taller “the Giraffe” long neck
1) false true false	<b>II</b> 1) contempt very poor three years not speak	<b>II</b> 1) hadn’t moved rosy wide
<b>Note</b> FII 3 <b>I</b> 2): The quotation marks may be omitted.		

4	5
<p><b>I</b></p> <p>1) little sister stubborn put her hands</p> <p>2) stand still obstinate receive the message</p>	<p><b>I</b></p> <p>1) towards the door soldiers catch</p> <p>2) on every corner remember lampposts</p>
<p><b>II</b></p> <p>1) quickly reached down before she could resist little girl along</p>	<p><b>II</b></p> <p>1) a cheerful greeting for her mother a description of spelling test done well</p>
<p>Note</p>	

FII 6 – 8

6	7	8
<b>I</b>  1) genuine  2) took possession of	<b>I</b>  1) amusing  2) apprehensive	<b>I</b>  1) Mrs Johansen spoke  2) the soldiers must be edgy
<b>II</b>  1) occupation  2) impassive  3) defiantly  4) illegal  5) obstinate  6) contempt	<b>II</b>  1) pleaded  2) lanky  3) outdistanced  4) pout  5) sneering  6) humorous	<b>II</b>  1) an illegal newspaper  The Free Danes  it among ordinary books and papers  2) she heard Mama and Papa talk (sometimes at night) about the news (they received that way)
Note		



9	10
<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) determined to bring harm to the Nazis</li> <li>2) however they could</li> </ol>	<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) when the war ended</li> <li>2) the street corner where the soldiers stood</li> </ol>
<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) remember faces reason to remember</li> <li>2) like his little girl</li> </ol>	<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) wrapped her arms around her little sister in the dark the little mermaid</li> <li>2) all Danish children grew up familiar with fairy tales</li> </ol>
<p>Note</p>	

11	12	13
<b>I</b>	<b>I</b>  1) older than  farm the land  in other towns  2) was strong enough  (the) long bellows- sleeves  blows and whippings	<b>I</b>  1) taught  arts and powers  his aunt  2) herding the longhaired goats  use  meaning
1) false  true  true	<b>II</b>  1) roaming deep  River Ar  above the forest	<b>II</b>  1) goats  crowding and pushing  thick, ridged horns  strange eyes
Note		

14	15
<p><b>I</b></p> <p>1) boy's aunt  wander  freed</p> <p>2) window(s)  herbs  hung drying</p>	<p><b>I</b></p> <p>1) calls falcons  fright  puffed up with her praise of</p> <p>2) Duny's tongue  chose to unbind it  able to speak the word</p>
<p><b>II</b></p> <p>1) rhyme was  come to him  the makings of power</p>	<p><b>II</b></p> <p>1) the belt of her dress  handfuls of leaves into the  firepit  smoke</p>
<p>Note</p>	

FII 16 – 18

16	17	18
<b>I</b> 1) powerful 2) restrained	<b>I</b> 1) initial 2) path	<b>I</b> 1) the witch <small>(she)</small> asked of him 2) pleasant to do or know
<b>II</b> 1) sorcery 2) Browsing 3) curses 4) bind 5) fragrant 6) heed	<b>II</b> 1) tenderness 2) tongue 3) bellow 4) huddled 5) spellbound 6) falcon	<b>II</b> 1) Balance and the Pattern real need demanded 2) true spells from the false better at causing sickness
Note		

19	20
<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) a bird of prey about him</li> <li>2) his true-name</li> </ol>	<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) chanters' tales and the great Deeds</li> <li>2) words of the True Speech</li> </ol>
<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) great power over men more useful lore</li> <li>2) great part of what she knew than enough for a boy of twelve</li> </ol>	<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) Northern and Eastern Reaches spoken in the Archipelago or the other Reaches</li> <li>2) news were busy with their piracy</li> </ol>
<p>Note</p>	

21	22	23
<b>I</b>	<b>I</b>  1) to keep his hat on all day long  2) He still couldn't get the hat off  3) it off (for him)	<b>I</b>  1) large innocent brown eyes  2) follow the instructions on the label  3) clutching the brim of his hat
1) false  false  true	<b>II</b>  1) some interest  2) suddenly swollen	<b>II</b>  1) got some Superglue on his finger without knowing it  2) got stuck inside his nose
Note		

24	25
<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) in the kitchen</li> <li>2) supper in front of the television</li> <li>3) going to have his shower</li> </ol>	<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) a pair of scissors and cutting the thing off his head</li> <li>2) hair all around the sides and back</li> <li>3) bald white ring round his head, like some sort of a monk</li> </ol>
<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) thought how stupid he looked</li> <li>2) hardly the kind of man a wife dreams about</li> </ol>	<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) stuck directly to the bare skin</li> <li>2) little brown insects crawling about all over</li> </ol>
<p>Note</p>	

26	27	28
<b>I</b>  1) disciplined  2) attitude	<b>I</b>  1) irritable  2) comprehend	<b>I</b>  1) ripping the pages out of the book  suddenness  in the waste-paper basket
<b>II</b>  1) operation  2) scalped  3) casual  4) adopted  5) temporarily  6) comparative	<b>II</b>  1) irritable  2) intensified  3) filth  4) innocent  5) sulking  6) infuriated	<b>II</b>  1) some kind of jealousy  reading books  not enjoy  2) belong to  to return it to Mrs Phelps
Note		



29	30
<p><b>I</b></p> <p>1) She (Matilda) didn't do this suitable punishment for the poisonous parent</p>	<p><b>I</b></p> <p>1) "Hullo, hullo, hullo" exactly like a human voice</p>
<p><b>II</b></p> <p>1) Fred's parrot was really as good a talker as Fred made out</p> <p>2) a friend of Matilda's just around the corner from her</p>	<p><b>II</b></p> <p>1) fabulous lend him</p> <p>2) all her next week's pocket- money promise to return</p>
<p>Note</p>	

31	32	33
<b>I</b>	<b>I</b>  1) daring him to step forward into the cabin  2) hear the slight rustling  3) She inched her way up to the loft	<b>I</b>  1) Lyddie commanded  2) anxious gasps of breath  3) Lyddie relaxed her fingers
1) true  false  false	<b>II</b>  1) almost fell backward(s) onto the platform  2) rushed in toward(s) the ladder	<b>II</b>  1) he was hungry  2) trying to find nourishment in the wood
Note		

34	35
<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) the great pot of oatmeal in the kettle over the fire</li> <li>2) would try to mend</li> <li>3) skill or experience</li> </ol>	<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) was too stunned</li> <li>2) The boiling oatmeal rained down his thick neck and coat</li> <li>3) searching for the way out</li> </ol>
<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) nose met the boiling porridge</li> <li>2) like (he was wearing) a black pumpkin</li> </ol>	<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) battered the door</li> <li>2) off its leather hinges</li> </ol>
<p>Note</p>	

36	37	38
<div>I</div> <div>1) recall</div> <div>2) ventured</div>	<div>I</div> <div>1) enemy</div> <div>2) shiver</div>	<div>I</div> <div>1) searching for vain riches</div> <div>never coming back</div>
<div>II</div> <div>1) ajar</div> <div>2) scorching</div> <div>3) flailed</div> <div>4) vain</div> <div>5) sow</div> <div>6) contradict</div>	<div>II</div> <div>1) acknowledge</div> <div>2) anticipation</div> <div>3) dislodging</div> <div>4) adequate</div> <div>5) lope</div> <div>6) prowl</div>	<div>II</div> <div>1) The babies</div> <div>their stomachs were empty</div> <div>the porridge had been ruined</div> <div>2) The babies and Charles</div> <div>Lyddie and Mama stayed up late</div>
Note		

39	40
<p><b>I</b></p> <p>1) only stared at the fireplace her spirit had gone away</p>	<p><b>I</b></p> <p>1) hardly higher than a currant bush</p> <p>worn boots</p> <p>his father's old woolen shirt (his father's old woollen shirt)</p>
<p><b>II</b></p> <p>1) the sow coach fare</p> <p>2) leave the farm fetch enough</p>	<p><b>II</b></p> <p>1) to tend the cow and horse the wild critters</p> <p>2) come back again left alone on the mountain farm</p>
<p>Note</p>	

41	42	43
<b>I</b>	<b>I</b>  1) two fingers of the left hand  2) puzzled him (Jim)  3) he had a smack of the sea about him	<b>I</b>  1) called the captain  2) a mighty pleasant way with him, particularly in drink  3) the right one
1) false  false  true	<b>II</b>  1) took a step nearer  2) did not know his mate Bill  3) the captain	<b>II</b>  1) good as drink  2) it was no affair  3) know what to do
Note		

44	45
<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) like a cat waiting for a mouse</li> <li>2) immediately called him (Jim) back</li> <li>3) most horrible change came over</li> </ol>	<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) go back into the parlour</li> <li>2) The stranger backed along</li> <li>3) were both hidden by the open door</li> </ol>
<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) a son of his own</li> <li>2) as two blocks</li> <li>3) son</li> </ol>	<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) he cleared the hilt of his cutlass</li> <li>2) loosened the blade</li> <li>3) the stranger (he) kept swallowing</li> </ol>
<p>Note</p>	

46	47	48
<b>I</b>  1) faced  2) the devil	<b>I</b>  1) disfigured  2) found	<b>I</b>  1) could hear nothing but a low gabbling  could pick up a word or two
<b>II</b>  1) bewildered  2) talons  3) meantime  4) loosened  5) sheath  6) parlour	<b>II</b>  1) oaths  2) unpleasant  3) gales  4) fugitives  5) scuffle  6) execute	<b>II</b>  1) Black Dog  streaming blood from the left shoulder  2) big signboard of Admiral Benbow  aimed at
Note		



49	50
<p><b>I</b></p> <p>1) Black Dog</p> <p>a wonderful clean pair of heels</p> <p>staring at the signboard like a bewildered man</p>	<p><b>I</b></p> <p>1) had no idea what to do</p> <p>put it down the captain's (his) throat</p> <p>jaws were as strong as iron</p>
<p><b>II</b></p> <p>1) lying full length upon the floor</p> <p>face was a horrible colour</p> <p>2) a disgrace upon the house</p> <p>poor father sick</p>	<p><b>II</b></p> <p>1) great sinewy arm</p> <p>done with great spirit</p> <p>2) best to save</p> <p>worthless</p>
<p>Note</p>	

51	52	53
<b>I</b>	<b>I</b>	<b>I</b>
	<p>1)</p> <ul style="list-style-type: none"><li>• The question refers to the bottom of FII 52a (from ‘The message is . . .’) and FII 52b paragraph 1.</li><li>• Students may answer the question using their own words and their own ideas, but they should justify their answer.</li><li>• Students are not required to answer in a full sentence, provided their answer makes sense in the context.</li></ul> <p><b>SAMPLE ANSWERS</b></p> <p>Coraline should follow the mice’s advice because, despite what the old man says, they seem to get things right.</p> <p>Yes. The message from the mice sounds scary.</p> <p>Yes, because the mice got Coraline’s name right</p> <p>I don’t think Coraline should follow their advice because he’s just an eccentric old man and mice can’t really give advice.</p> <p>no, because the old man says the mice get things wrong</p>	

54	55
<b>I</b>	<b>I</b>  1) <ul style="list-style-type: none"><li>Students tick the sentence that best describes what they think. They may tick any sentence. (The third sentence describes what actually happens.)</li></ul>

56	57	58
<div>I</div> <div>1)<ul style="list-style-type: none"><li>Answers should contain reference to at least one idea from the story, e.g.<ul style="list-style-type: none"><li>► No: her mother ignored her/didn't notice when she wandered off/doesn't listen to her/doesn't make sure there's food in the house, etc.</li><li>► Yes: her mother buys her clothes/ answered her questions, etc.</li></ul></li><li>Students may answer the question using their own words and their own ideas, but they should justify their answer.</li><li>Students are not required to answer in a full sentence, provided their answer makes sense in the context.</li></ul><div>SAMPLE ANSWERS</div><p>No, I don't think Coraline's mother shows much interest in her daughter, because she doesn't listen to what she says.</p><p>No, she ignored her.</p><p>Yes, Coraline's mother does show interest in her daughter. She takes her to buy clothes.</p><p>yes because she talks to her</p></div>	<div>I</div>	<div>I</div>

59	60
<p><b>I</b></p> <p>1)</p> <ul style="list-style-type: none"> <li>• Answers should indicate that Coraline prefers her other mother's cooking.</li> <li>• The question refers to FII 59a paragraph 5 (from 'He got up and went with her...') and FII 59b paragraph 1.</li> <li>• Students may answer the question using their own words.</li> <li>• Students are not required to answer in a full sentence, provided their answer makes sense in the context.</li> </ul> <p><b>SAMPLE ANSWERS</b></p> <p>Coraline prefers her other mother's cooking.</p> <p>She likes her other mother's cooking best.</p> <p>her other mother's cooking</p>	<p><b>I</b></p> <p>1)</p> <ul style="list-style-type: none"> <li>• Answers should contain reference to at least one idea from the story, e.g. <ul style="list-style-type: none"> <li>▶ creepy, scary, button eyes, doesn't want to sleep in her other bedroom, etc.</li> <li>▶ better food, more interesting, parents more interested in her, toybox filled with wonderful toys, etc.</li> </ul> </li> <li>• Students may answer the question using their own words and their own ideas, but they should justify their answer.</li> <li>• Answers should be written in one or more full sentences. They should be correctly punctuated and the words correctly spelt.</li> </ul> <p><b>SAMPLE ANSWERS</b></p> <p>I would want to go back to my real parents because the other mother is really creepy with her button eyes and there are rats in the other bedroom.</p> <p>I'd want to stay with my other mother and other father. It sounds much more exciting there with all those toys than at home with nothing to do.</p>

61	62	63
<div>I</div>	◆	◆
<div>I</div> <div>1) true</div> <div>true</div> <div>false</div>	<div>I</div> <div>1) nearly sunset</div> <div>2) dump and depot were deserted</div> <div>3) the end of the afternoon</div>	<div>I</div> <div>1) felt a little nervous</div> <div>2) someone was watching him</div> <div>3) turning round and going home</div>
Note		

64	65
<p>◆</p> <hr/> <p><b>I</b></p> <ol style="list-style-type: none"> <li>1) really was going to see a fox</li> <li>2) black scat</li> <li>3) two more paw prints</li> </ol>	<p>◆</p> <hr/> <p><b>I</b></p> <ol style="list-style-type: none"> <li>1) scooped up mud from the creek</li> <li>2) went on all fours up the steep slope</li> <li>3) smell anything like a fox's den</li> </ol>
<p>Note</p>	

66	67	68
<div>◆</div> <div>I</div> <div>1) distress</div> <div>2) blaring (blare)</div> <div>3) frenzy</div> <div>4) plastered</div> <div>5) camouflage</div> <div>6) levelled</div>	<div>◆</div> <div>I</div> <div>1) digits</div> <div>2) superstructure</div> <div>3) downwind</div> <div>4) unearthly</div> <div>5) emerged</div> <div>6) enraptured</div>	<div>◆</div> <div>I</div> <div>1) just make out the shape of the big fox</div> <div>2) twenty metres (away)</div> <div>3) wild feeling jump between them</div> <div>4) moved for about twenty seconds</div>
Note		



69	70
<p>◆</p> <p><b>I</b></p> <ol style="list-style-type: none"> <li>1) older than fourteen or fifteen</li> <li>2) looked like soldiers</li> <li>3) a roughly sawn-off shotgun</li> <li>4) Adrian would be when he was older</li> </ol>	<p>◆</p> <p><b>I</b> SAMPLE ANSWERS</p> <p>- Tod was running up the hill towards the big quarry. He did not recognise the area he was running through. It was darker and wilder. Soon he was running through complete darkness.</p> <p>- Tod went up towards the big quarry. Tod did not recognise the area, for it looked darker and wilder. He was running through almost complete darkness.</p>

### Note

The marking criteria for exercise FII 70 are *Use of key words* and *Composition*. Ten points are granted per category.

*Key words:* When students include more than half of the key words highlighted above, award full (10) points. When students include fewer than half of the key words, award 0 points.

*Composition:* This criterion refers to the facility with which students link together ideas. Pay special attention to the way students connect pieces of information from the passage. If the flow of information included in the composition is satisfactory, award full (10) points, otherwise, award 0 points. Students should not be penalised for minor spelling, punctuation, or grammatical errors.

71	72	73
<div>I</div>	◆	◆
<div>1) false true false</div>	<div>I</div> <div>1) sideways on a banyan root 2) and crashed heavily onto a dead branch 3) staggered</div>	<div>I</div> <div>1) scooped up the struggling boy 2) swing down like a monkey 3) light, bony boy lying (painfully) across his back</div>
Note		

74	75
<p>◆</p> <hr/> <p><b>I</b></p> <ol style="list-style-type: none"> <li>1) bit</li> <li>2) two boys lay in the tree</li> <li>3) looked at Vithy with an easy</li> </ol>	<p>◆</p> <hr/> <p><b>I</b></p> <ol style="list-style-type: none"> <li>1) resented Mang's smug 'big brother'</li> <li>2) call him anything he liked</li> <li>3) his fists again and watching the trees about them</li> </ol>
<p>Note</p>	

76	77	78
◆	◆	◆
<b>I</b> 1) flitted 2) immense 3) strangled 4) levered 5) canopy 6) receded	<b>I</b> 1) desperate 2) smug 3) attitude 4) sprained 5) drowsy 6) cleft	<b>I</b> 1) ran across a small clearing 2) the trees on the other side of the clearing 3) five distant figures run 4) other men
Note		

79	80
<p>◆</p> <p><b>I</b></p> <ol style="list-style-type: none"> <li>1) forget where he was</li> <li>2) in an old boat with Mang</li> <li>3) was half full of water</li> <li>4) come back</li> </ol>	<p>◆</p> <p><b>I</b> SAMPLE ANSWERS</p> <ul style="list-style-type: none"> <li>- As he <b>ran</b> through the forest, <b>pain</b> shot through his leg. He tried to carry himself from the <b>sound</b> of the <b>shot</b>. Finally, he <b>fell</b> because he was too <b>exhausted</b> to move.</li> <li>- He <b>ran</b> through the forest in <b>pain</b>. He tried any way he could to get away from the <b>sound</b> of the <b>shot</b>. He <b>fell</b> and rolled on his back because he was <b>exhausted</b>.</li> </ul>
<p><b>Note</b></p> <p>The marking criteria for exercise FII 80 are <i>Use of key words</i> and <i>Composition</i>. Ten points are granted per category.</p> <p><i>Key words:</i> When students include more than half of the key words highlighted above, award full (10) points. When students include fewer than half of the key words, award 0 points.</p> <p><i>Composition:</i> This criterion refers to the facility with which students link together ideas. Pay special attention to the way students connect pieces of information from the passage. If the flow of information included in the composition is satisfactory, award full (10) points, otherwise, award 0 points. Students should not be penalised for minor spelling, punctuation, or grammatical errors.</p>	

81	82	83
<b>I</b>	◆	◆
1) false  true  true	<b>I</b>  1) the Americans  2) World War  3) the monsoon season	<b>I</b>  1) caste of warriors and princes  2) became a Christian and married an English woman  3) ‘untouchables’
<p>Note</p> <p>FII 83 <b>I</b> 3): The quotation marks may be omitted.</p>		

84	85
<p>◆</p> <hr/> <p><b>I</b></p> <ol style="list-style-type: none"> <li>1) accepted teaching jobs</li> <li>2) encountered any hostility</li> <li>3) were married</li> </ol>	<p>◆</p> <hr/> <p><b>I</b></p> <ol style="list-style-type: none"> <li>1) converted to Christianity</li> <li>2) British officer</li> <li>3) gave him his name</li> </ol>
<p>Note</p>	

86	87	88
◆	◆	◆
<b>I</b> 1) sacred 2) invaded 3) customary 4) converted 5) nationalism 6) ensured	<b>I</b> 1) distaste 2) identification 3) intention 4) persuasion 5) discriminated 6) tolerance	<b>I</b> 1) identify himself with the poorest of the land (down to the 'untouchables') 2) compromise his stand for anyone 3) (extraordinary) powers of communication and persuasion 4) non-violent action
Note		



89	90
<p>◆</p> <p><b>I</b></p> <ol style="list-style-type: none"> <li>1) learning to read and write</li> <li>2) prepared to do anything</li> <li>3) anyone to undertake</li> <li>4) there was no corporal punishment at his school</li> </ol>	<p>◆</p> <p><b>I</b> SAMPLE ANSWERS</p> <ul style="list-style-type: none"> <li>- Although the author's father did not ensure that she learned Urdu, he brought her up with the names associated with Indian independence. Her mother imparted an appreciation of literature, history, and philosophy to her.</li> <li>- The author did not learn Urdu from her father, but he brought her up with the names of the Indian independence cause. Her mother taught her literature, history, and philosophy.</li> </ul>
<p><b>Note</b></p> <p>The marking criteria for exercise FII 90 are <i>Use of key words</i> and <i>Composition</i>. Ten points are granted per category.</p> <p><i>Key words:</i> When students include more than half of the key words highlighted above, award full (10) points. When students include fewer than half of the key words, award 0 points.</p> <p><i>Composition:</i> This criterion refers to the facility with which students link together ideas. Pay special attention to the way students connect pieces of information from the passage. If the flow of information included in the composition is satisfactory, award full (10) points, otherwise, award 0 points. Students should not be penalised for minor spelling, punctuation, or grammatical errors.</p>	

91	92	93
I	I	I
		<p>1)</p> <ul style="list-style-type: none"><li>• Answers should contain reference to 'shark' or 'gobbles it up' (or a synonym).</li><li>• The question refers to FII 93b paragraph 2.</li><li>• Students may answer the question using their own words.</li><li>• Students are not required to answer in a full sentence, provided their answer makes sense in the context.</li></ul> <p><b>SAMPLE ANSWERS</b></p> <p>It was like a shark.</p> <p>His grin was the kind of flashing grin a shark might give to a small fish just before he gobbles it up.</p> <p>It made the author think he was going to eat him up.</p> <p>the way it flashed like a shark</p>

94	95
<p><b>I</b></p>	<p><b>I</b></p> <p>1)</p> <ul style="list-style-type: none"> <li>Students may answer with their own ideas or refer to one of the following:             <ul style="list-style-type: none"> <li>the boys weren't given enough to eat (FII 92b); the Headmaster was not very nice (FII 93b); the boys play football every day, the beds are not comfortable, the masters are nice (FII 94b, letter), etc.</li> </ul> </li> <li>The question refers to FII 92 to FII 95.</li> <li>Students may answer the question using their own words.</li> <li>Students are not required to answer in a full sentence, provided their answer makes sense in the context.</li> </ul> <p><b>SAMPLE ANSWERS</b></p> <p>I think they would have wanted to tell their parents how they didn't have enough to eat.</p> <p>The boys might have wanted to write about their friends.</p> <p>about playing football and having fun with the other boys</p>

96	97	98
<div>I</div> <div>1)<ul style="list-style-type: none"><li>Answers should contain reference to spelling mistakes (or a synonym).</li><li>The question refers to FII 96a paragraph 2 and FII 96b paragraphs 2 and 3.</li><li>Students may answer the question using their own words.</li><li>Students are not required to answer in a full sentence, provided their answer makes sense in the context.</li></ul></div> <div>SAMPLE ANSWERS</div> <div>The letters contained spelling mistakes.</div> <div>The Headmaster told the boys not to change spellings in their letters.</div> <div>the spelling mistakes</div>	<div>I</div>	<div>I</div> <div>1)<ul style="list-style-type: none"><li>The question refers to FII 98b.</li><li>Students may answer the question using their own words and their own ideas.</li><li>Students are not required to answer in a full sentence, provided their answer makes sense in the context.</li></ul></div> <div>SAMPLE ANSWERS</div> <div>I think Wragg sprinkled sugar all over the corridor floor so that the boys could hear the Matron coming.</div> <div>I think he did it for fun.</div> <div>because it was exciting</div>

99	100
<p><b>I</b></p>	<p><b>I</b></p> <p>1)</p> <ul style="list-style-type: none"> <li>• Answers should contain reference to at least one idea from the passage, e.g. <ul style="list-style-type: none"> <li>▶ away from home, food, tuck-box, Headmaster, letter-writing, Matron, dormitory life, punishment, playing tricks, friends, strictness, rules, etc.</li> </ul> </li> <li>• Students may answer the question using their own words and their own ideas, but they should justify their answer.</li> <li>• Answers should be written in one or more full sentences. They should be correctly punctuated and the words correctly spelt.</li> </ul> <p><b>SAMPLE ANSWERS</b></p> <p>The idea of living away from home appeals to me because it sounds like the boys had a lot of fun together.</p> <p>I don't like the sound of Roald Dahl's school because they didn't get enough food to eat and the teachers were cruel.</p>

101	102	103
<b>I</b>	<b>I</b>  1) running slaves  actually encouraged  to slavery  2) who had reached Canada  free others	<b>I</b>  1) A fleeing slave  food and shelter  2) could successfully  hide money on themselves  caught and went back
1) false  true  false	<b>II</b>  1) for their families  returned to bondage (hoping)  2) rest for as little as a week  to slavery  large sums of money	<b>II</b>  1) their money found and taken away  money still in their possession  2) had run for their lives for weeks  how far they had to travel
Note		

104	105
<p><b>I</b></p> <p>1) hand-picked wonderful(,) fierce desire to free themselves</p> <p>2) independent eccentric conceived of the daring plan of</p>	<p><b>I</b></p> <p>1) Dies Drear freedom</p> <p>2) appeared to be sleeping report from the Ohio foundation</p>
<p><b>II</b></p> <p>1) house was overflowing with fine antiques took any interest sold for profit</p> <p>2) enormous respect for awe of his plan</p>	<p><b>II</b></p> <p>1) were captured hidden money was discovered were killed</p> <p>2) pored over ten days longer than he had intended</p>
<p>Note</p>	

106	107	108
<b>I</b>  1) seriously  2) get even	<b>I</b>  1) inhabit  2) organise	<b>I</b>  1) the house was really haunted  true no one had lived in the house for more than three months in the last hundred years
<b>II</b>  1) independent  2) flee  3) modest  4) bondage  5) manoeuvre  6) revenge	<b>II</b>  1) lease  2) eccentric  3) antiques  4) plundered  5) subdued  6) fumed	<b>II</b>  1) furious  old houses have ghost legends, and they are all poppycock
Note		



109	110
<p><b>I</b></p> <p>1) returned the lease in his hand to buy the house</p> <p>2) why didn't tell the legend to Mama didn't mention it in front of</p>	<p><b>I</b></p> <p>1) asked the right question tell again about Mr. Pluto</p>
<p><b>II</b></p> <p>1) hiding something the two slaves Dies Drear put together from what was written down</p>	<p><b>II</b></p> <p>1) seen it  (really) didn't like hearing about anything that had to do with the house of Dies Drear</p>
<p>Note</p> <p>FII 110 <b>I</b> 1): 'Mr Pluto' (no punctuation) is acceptable.</p>	

111	112	113
<b>I</b>	<b>I</b>  1) carefully trimmed  currying and brushing  2) gave him an old pair of spurs  chainlets until they fitted	<b>I</b>  1) knees  hands away from the saddle  stop  2) throw  before  to feeling smart about it
1) true  false  true	<b>II</b>  1) by Thanksgiving  only three weeks off  2) knew and liked  always a carrot	<b>II</b>  1) might slip and fall on him  flurry of bucking  2) (on the sawhorse) how he would hold the reins in his left hand and a hat in his right hand  the horn
Note		

114	115
<p><b>I</b></p> <p>1) father</p> <p>Billy Buck</p> <p>ashamed</p> <p>2) fill his stomach out unnaturally large</p> <p>cinched</p>	<p><b>I</b></p> <p>1) clouds</p> <p>all day over the land</p> <p>blew shrilly at night</p> <p>2) cut ends</p> <p>moss</p> <p>turned a brilliant yellow-green</p>
<p><b>II</b></p> <p>1) (up) to the brush line</p> <p>(white) town of Salinas</p> <p>(geometric) fields of the (great) valley</p> <p>2) broke through the brush</p> <p>by keeping his head very high and (by) quivering his nostrils with interest</p>	<p><b>II</b></p> <p>1) out of the dampness</p> <p>out for exercise</p> <p>2) wet weather continued</p> <p>morning the sun came out brightly</p>
<p>Note</p> <p>FII 114 <b>II</b> 1): The words (town of Salinas, fields of the valley) may be reversed.</p>	

116	117	118
<b>I</b>  1) confined  2) slim chance	<b>I</b>  1) anxious  2) mistaken	<b>I</b>  1) at school and at home  holding up one finger for permission to go to the outhouse  running for home to put the pony in  2) took ease from Billy's assurance that rain couldn't hurt a horse  school was finally out
<b>II</b>  1) muzzle  2) nostrils  3) quivering  4) nickering  5) resent  6) cinched	<b>II</b>  1) ooze  2) forbidden  3) flurry  4) disgrace  5) prompt  6) punishment	<b>II</b>  1) standing miserably in the corral  red coat was almost black, and streaked with water
Note		

119	120
<p><b>I</b></p> <p>1) very hungry</p> <p>very much interested</p> <p>shivered now and then</p> <p>2) looked reproachfully at Billy Buck</p> <p>it wouldn't rain</p>	<p><b>I</b></p> <p>1) weakness and sickness</p> <p>a violent contempt for helplessness</p> <p>grumbled about weakness put into animals and men</p>
<p><b>II</b></p> <p>1) looked away</p> <p>lame excuse</p> <p>a little rain never hurt anything</p> <p>2) take cold</p> <p>got soaked</p>	<p><b>II</b></p> <p>1) the barn</p> <p>felt the pony's</p> <p>put his cheek against the pony's (grey) muzzle</p> <p>rolled up</p> <p>the lips</p> <p>put his fingers inside the pony's ears</p>
<p>Note</p>	

121	122	123
<b>I</b>	<b>I</b>  1) fake out their schedules  school  2) peek up and see what was going on  resisted  four	<b>I</b>  1) their electric percolator brewing the morning’s coffee  noisy  2) stick to the plastic seat  she would develop a medium-serious
1) false  false  true	<b>II</b>  1) pretend (that) she was blind  senses of hearing, touch, and smell  2) take the bus  get out of the bus and get into his car  go wherever else he always went	<b>II</b>  1) a few backward  out of the bus  2) Claudia  (slowly) pull her arm in front of her and glance at her watch
Note		

124	125
<p><b>I</b></p> <p>1) give Herbert before she would lift her head</p> <p>seven minutes</p> <p>2) the coast was clear</p> <p>about forty-five more seconds</p>	<p><b>I</b></p> <p>1) the bottom hem of his shirt and the top of his pants</p> <p>pockets</p> <p>pulling his pants down</p> <p>2) money was in change</p> <p>hanging from his belt</p>
<p><b>II</b></p> <p>1) An awful racket (A racket)</p> <p>(slowly) made their way</p> <p>the front</p> <p>2) twenty-four dollars and forty-three cents</p> <p>usual</p>	<p><b>II</b></p> <p>1) be hiding out in the woods</p> <p>compass</p> <p>2) were going to hide out in the woods</p> <p>yelling</p>
<p>Note</p>	

126	127	128
<b>I</b>  1) steadfastly  2) composure	<b>I</b>  1) take refuge in  2) sank in	<b>I</b>  1) kidnapped, robbed, or (even) mugged  hitchhike to New York
<b>II</b>  1) stowaways  2) temptation  3) perspiration  4) the coast was clear  5) racket  6) navel	<b>II</b>  1) expenditure  2) treasurer  3) judgement  4) extravagant  5) advantage  6) aisles (aisle)	<b>II</b>  1) sissy way to run away  sissy place to run away to  Claudia’s complaint  Jamie’s use of language
Note		



129	130
<div>I</div> <div>1) Mom and Dad</div> <div>call the FBI</div> <div>twenty-five cents</div>	<div>I</div> <div>1) important</div> <div>Manhattan called for the</div> <div>courage of at least two Kincaids</div>
<div>II</div> <div>1) in Central Park</div> <div>appointed treasurer</div> <div>began to feel that the</div> <div>Metropolitan offered several</div> <div>advantages and would provide</div> <div>adventure enough</div>	<div>II</div> <div>1) no more allowance</div> <div>(no more income)</div> <div>a taxi or bus</div>
Note	

131	132	133
<b>I</b>	<b>I</b>  1) most advanced civilization  1279  2) rich  valuable goods and foods	<b>I</b>  1) centre  vast and wealthy empire in the Middle East  2) destroyed  caliphs' splendid city
1) true  false  false	<b>II</b>  1) parts of South Asia  Cambodia and Burma  India  2) 500 years  land, temples and palaces between two local dynasties	<b>II</b>  1) Christians and Muslims  the Pope for help against Muslim invaders  2) Muslim rulers  bound to cause trouble
Note		

134	135
<p><b>I</b></p> <p>1) whipped up the pope's message soldiers, peasants and even children Europe</p> <p>2) reached the Holy Land died kidnapped</p>	<p><b>I</b></p> <p>1) ancient land of Egypt fought</p> <p>2) Africa selling gold and other valuable minerals (such as copper and iron)</p>
<p><b>II</b></p> <p>1) islands of Australasia better food supplies and new land</p> <p>2) moved inland built farms and villages down trees and bushes to clear the ground</p>	<p><b>II</b></p> <p>1) lords knights fought alongside advice on how to govern</p> <p>2) money ordinary people lords full-time labourers</p>
<p>Note</p>	

136	137	138
<b>I</b>  1) increase  2) Bustling	<b>I</b>  1) Various  2) endure	<b>I</b>  1) rich and powerful  forced to leave their homeland
<b>II</b>  1) declared  2) troops  3) murdered  4) plague  5) collapsed  6) surrender	<b>II</b>  1) enforcing  2) behalf  3) entirely  4) advice  5) labourers  6) pledge	<b>II</b>  1) lives of people  famous  seemed important  war leaders, kings and queens
Note		

139	140
<p><b>I</b></p> <p>1) China to Turkey</p> <p>follow their own customs and religions</p>	<p><b>I</b></p> <p>1) Emperors</p> <p>warlords</p> <p>samurai</p> <p>2) behalf of the emperors</p> <p>important warlords</p> <p>shoguns</p>
<p><b>II</b></p> <p>1) never forgot where he came from</p> <p>living most of his life in China</p> <p>2) efficient</p> <p>richness of the lands he ruled</p>	<p><b>II</b></p> <p>1) father</p> <p>a foreign princess</p> <p>fell in love</p> <p>helped her run away</p> <p>Qutb-ud-Din Aibak</p> <p>invaded Delhi</p>
<p>Note</p>	

141	142	143
<b>I</b>	<b>I</b>  1) someone to sell the power  negotiate contracts  2) (wild wet) Welsh woods and valleys  Telly and her mother	<b>I</b>  1) wind  slammed down  the turbines  2) the house blows down  up against the chimney stack
1) false  true  true	<b>II</b>  1) how strong the roof was  bad the next gust  2) holding their breath  in their too-tight, what-a-night chests	<b>II</b>  1) whimpered  did not like the wind  2) the storm  the end of the world
Note		

144	145
<p><b>I</b></p> <p>1) the weather was getting worse something was going on</p> <p>2) open the subject to Race</p>	<p><b>I</b></p> <p>1) Race pass her (her) Eye wallet</p> <p>2) curtains unsettling (, somehow,) than the suck of the storm outside</p>
<p><b>II</b></p> <p>1) hounding in the chimney all the way down the stonework pressed his forehead to</p> <p>2) thought too much almost as obscure as Race Peters, the never-seen Australian uncle he was named after</p>	<p><b>II</b></p> <p>1) (Neighbour) Mrs Ruddock deaf to the world</p> <p>2) the Weather Eye white eye with a raincloud eyebrow and a green and blue Earth for a pupil</p>
<p>Note</p>	

146	147	148
<b>I</b>  1) access to  2) recorded	<b>I</b>  1) closely  2) rank	<b>I</b>  1) steady, swishing rotation  constant thirty-five revolutions per minute  part of home
<b>II</b>  1) windfarm  2) occupied  3) propelled  4) idle  5) faltered  6) duration	<b>II</b>  1) obscure  2) rafters  3) agonise (agonize)  4) meekly  5) threateningly  6) persisted	<b>II</b>  1) go out and get his rabbit because he might blow over or be frightened.
<b>Note</b> FII 148 <b>II</b> 1): See the note on page 61.		



149	150
<p><b>I</b></p> <p>1) go and check on Dewie bring him in back into bed not get out till Telly came back</p>	<p><b>I</b></p> <p>1) had vague, dark bodies and faces like owls their chance to slip in</p>
<p><b>II</b></p> <p>1) His mother's <b>warning</b> that the draughts would <b>come in</b> if she did not <b>close the door</b> had made Race think of draughts as <b>monsters</b></p>	<p><b>II</b></p> <p>1) <b>Two obstacles to going outside</b> (that) <b>Telly faced</b> were that the <b>wind raged</b> and the <b>torch</b> was not on the windowsill.</p>

### Note

FII 148 **II**, 149 **II**, 150 **II** 1): The marking criteria are *Use of key words* and *Composition*. Ten points are granted per category.

*Key words*: Students must include all of the key words highlighted in the answers above. (They may use a different form of the words.)

*Composition*: This criterion refers to the facility with which students connect and condense information from the passage. Pay special attention to the elimination of unnecessary details in the students' answers. Note that the precise wording of students' answers may differ from that given here.

151	152	153
<b>I</b>	<b>I</b>  1) sunshine, soft breezes and the carol of happy birds  2) without its cleaning  joy of living	<b>I</b>  1) too good to be true  he rambled busily  2) Having an uneasy conscience  whitewash
1) false  true  false	<b>II</b>  1) impatient and contemptuous Mole  elderly rabbit  sixpence  2) thoroughly satisfactory reply  much too late	<b>II</b>  1) to see all the other fellows busy at work  by the edge of a full- fed river  2) river  sleek, sinuous, full- bodied animal
Note		

154	155
<p><b>I</b></p> <p>1) spellbound</p> <p>babbling procession</p> <p>stories</p> <p>the river</p> <p>2) A dark hole</p> <p>dreamily</p> <p>what a nice snug dwelling- place it would make</p>	<p><b>I</b></p> <p>1) Water Rat</p> <p>the Mole would like to come over</p> <p>2) lightly stepped into</p> <p>unfastening and hauling</p>
<p><b>II</b></p> <p>1) be a star</p> <p>too glittering and small for a glow-worm</p> <p>2) the same twinkle in its eye</p> <p>first attracted the Mole's (his) notice</p>	<p><b>II</b></p> <p>1) went out to</p> <p>though he did not yet fully understand its uses</p> <p>2) seated in the stern of a real boat</p> <p>in (all) his life</p>
<p>Note</p>	

156	157	158
<b>I</b> 1) features 2) playing around	<b>I</b> 1) calmly 2) consequence	<b>I</b> 1) his toes from sheer happiness  lean back blissfully into the soft cushions
<b>II</b> 1) whitewash 2) rambling 3) caress 4) ecstasy 5) aimlessly 6) Remote	<b>II</b> 1) excursion 2) destinations 3) meandering 4) surveying 5) sheer 6) divine	<b>II</b> 1) The Rat <b>passed</b> the luncheon-basket down into the boat, asked the Mole to <b>shove</b> it under his feet, and took the skulls again.
<b>Note</b> FII 158 <b>II</b> 1): See the note on page 65.		

159	160
<p><b>I</b></p> <p>1) inquire seriously it was too much</p>	<p><b>I</b></p> <p>1) by the river so new to him</p> <p>2) company food and drink washing worth having worth knowing</p>
<p><b>II</b></p> <p>1) absorbed in a new life, intoxicated with the sparkle, ripple, scents, sounds and sunlight and dreaming long waking dreams prevented the Mole from hearing what the Rat was saying.</p>	<p><b>II</b></p> <p>1) According to the Rat, excitements of life by the river include when floods fill his cellars and basement, and when they drop away and the rushes and weed clog the channels, and he can find fresh food to eat and things people have dropped out of boats.</p>

### Note

FII 158 **II**, 159 **II**, 160 **II** 1): The marking criteria are *Use of key words* and *Composition*. Ten points are granted per category.

*Key words*: Students must include all of the key words highlighted in the answers above. (They may use a different form of the words.)

*Composition*: This criterion refers to the facility with which students connect and condense information from the passage. Pay special attention to the elimination of unnecessary details in the students' answers. Note that the precise wording of students' answers may differ from that given here.

161	162	163
<b>I</b>	<b>I</b>  1) bleeding leg  moving restlessly from one foot to another  2) refastened  handkerchief that she had tied round his thigh	<b>I</b>  1) responsibility  the girl  she was the elder  2) wave of tenderness welled up inside  responsibility was greater than ever
1) false  false  true	<b>II</b>  1) the mopoke  mating howl of the dingo  the leathery flip-flap- flip of the wings of flying foxes  2) silent  frighteningly still  bush  a far cry  their comfortable home	<b>II</b>  1) been too overwhelming  mind become utterly blank  2) breathing fell in step  fast asleep
Note		

164	165
<p><b>I</b></p> <p>1) creeping out of his ground den searching for his favourite roots</p> <p>2) curiosity strange new scent the children</p>	<p><b>I</b></p> <p>1) crates of vegetables and frozen carcasses of beef the port engine</p> <p>2) Those who have been shocked beyond endurance nature's safety valve</p>
<p><b>II</b></p> <p>1) tiger-cat creeping along the edge of darkness back to her mewling litter</p> <p>2) Dew tiny globules of pearl</p>	<p><b>II</b></p> <p>1) Navigating Officer disintegrated</p> <p>2) clutched her brother's hand that he half-woke</p>
<p>Note</p>	

166	167	168
<b>I</b>  1) solid  2) strength	<b>I</b>  1) ancient  2) competition	<b>I</b>  1) the growing beauty of the Australian dawn  bird  the topmost branch of a gum tree that overhung the gully  2) The children  the gully for food
<b>II</b>  1) yielding  2) impulsively  3) fidgeted  4) tension  5) lullingy  6) sprawled	<b>II</b>  1) marsupials  2) ebbs  3) slumber  4) miniature  5) nestled  6) drenched	<b>II</b>  1) made the girl leap to her feet and stare, terrified, round the sunlit gully.
<b>Note</b>  FII 168 <b>II</b> 1): See the note on page 69.		



169	170
<p><b>I</b></p> <p>1) small helpless utterly depended on her</p> <p>2) food what they could eat the last half-stick of barley sugar</p>	<p><b>I</b></p> <p>1) the water looked cool, crystal clear and tempting</p> <p>there was probably no one else within a hundred miles</p>
<p><b>II</b></p> <p>1) because he shrieked and went winging down when she looked at him.</p>	<p><b>II</b></p> <p>1) The pool of water was shallow, and through it the girl could see her underwater-self with startling clarity.</p>

### Note

FII 168 **II**, 169 **II**, 170 **II** 1): The marking criteria are *Use of key words* and *Composition*. Ten points are granted per category.

*Key words*: Students must include all of the key words highlighted in the answers above. (They may use a different form of the words.)

*Composition*: This criterion refers to the facility with which students connect and condense information from the passage. Pay special attention to the elimination of unnecessary details in the students' answers. Note that the precise wording of students' answers may differ from that given here.

FII 171 – 172

171	172
<div>I</div> <div>1) D</div> <div>2) E</div> <div>3) G</div> <div>4) A</div> <div>5) C</div> <div>6) B</div> <div>7) H</div> <div>8) F</div>	<div>I</div> <div>1) F</div> <div>2) E</div> <div>3) A</div> <div>4) G</div> <div>5) B</div> <div>6) H</div> <div>7) C</div> <div>8) D</div>
<div>II</div> <div>1) E</div> <div>2) H</div> <div>3) G</div> <div>4) I</div> <div>5) A</div> <div>6) B</div> <div>7) C</div> <div>8) D</div> <div>9) F</div>	<div>II</div> <div>1) E</div> <div>2) H</div> <div>3) I</div> <div>4) A</div> <div>5) B</div> <div>6) D</div> <div>7) F</div> <div>8) C</div> <div>9) G</div>
Note	

173	174	175
<b>I</b>	<b>I</b>	<b>I</b>
1) D	1) F	1) D
2) H	2) A	2) H
3) F	3) H	3) F
4) A	4) C	4) B
5) B	5) D	5) C
6) C	6) B	6) G
7) G	7) E	7) A
8) E	8) G	8) E
<b>II</b>	<b>II</b>	<b>II</b>
1) F	1) H	1) I
2) I	2) E	2) D
3) G	3) B	3) A
4) A	4) F	4) H
5) B	5) C	5) B
6) D	6) I	6) G
7) H	7) A	7) E
8) E	8) D	8) C
9) C	9) G	9) F
Note		

176	177
<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) subdued</li> <li>2) anticipation</li> <li>3) blaring</li> <li>4) whitewash</li> <li>5) cinched</li> <li>6) immense</li> <li>7) lanky</li> <li>8) tenderness</li> </ol>	<p><b>I</b></p> <ol style="list-style-type: none"> <li>1) caress</li> <li>2) perspiration</li> <li>3) agonised</li> <li>4) casual</li> <li>5) fidgeted</li> <li>6) digits</li> <li>7) innocent</li> <li>8) collapsed</li> </ol>
<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) plague</li> <li>2) sacred</li> <li>3) adopted</li> <li>4) temptation</li> <li>5) outdistanced</li> <li>6) tension</li> <li>7) unpleasant</li> <li>8) bondage</li> <li>9) windfarm</li> </ol>	<p><b>II</b></p> <ol style="list-style-type: none"> <li>1) flitted</li> <li>2) gales</li> <li>3) heed</li> <li>4) falcon</li> <li>5) invaded</li> <li>6) manoeuvre</li> <li>7) ajar</li> <li>8) pleaded</li> <li>9) resented</li> </ol>
<p>Note</p>	

178	179	180
<b>I</b>	<b>I</b>	<b>I</b>
1) Fleeing	1) dislodge	1) browse
2) comparative	2) slumber	2) temporarily
3) parlour	3) frenzy	3) drowsy
4) flailed	4) disgrace	4) sheath
5) bellowed	5) attitude	5) surveyed
6) superstructure	6) eccentric	6) flurry
7) levered	7) remote	7) obscure
8) plundered	8) fragrant	8) loped
<b>II</b>	<b>II</b>	<b>II</b>
1) meandered	1) customary	1) nickered
2) ooze	2) stowaways	2) independent
3) enforced	3) rafters	3) plastered
4) persisted	4) entirely	4) ensure
5) lulling	5) scalped	5) sneering
6) sow	6) contempt	6) expenditures
7) racket	7) sprained	7) converted
8) pout	8) oaths	8) troops
9) intention	9) vain	9) yielding
Note		

181	182
<div>I</div> <div>1) D</div> <div>2) G</div> <div>3) F</div> <div>4) B</div> <div>5) A</div> <div>6) H</div> <div>7) E</div> <div>8) C</div>	<div>I</div> <div>1) H</div> <div>2) D</div> <div>3) F</div> <div>4) B</div> <div>5) A</div> <div>6) G</div> <div>7) C</div> <div>8) E</div>
<div>II</div> <div>1) G</div> <div>2) D</div> <div>3) H</div> <div>4) B</div> <div>5) F</div> <div>6) A</div> <div>7) C</div> <div>8) I</div> <div>9) E</div>	<div>II</div> <div>1) F</div> <div>2) I</div> <div>3) B</div> <div>4) G</div> <div>5) H</div> <div>6) D</div> <div>7) C</div> <div>8) E</div> <div>9) A</div>
Note	

183	184	185
<b>I</b>	<b>I</b>	<b>I</b>
1) G	1) D	1) H
2) C	2) A	2) D
3) D	3) H	3) B
4) A	4) B	4) G
5) B	5) C	5) F
6) H	6) G	6) A
7) E	7) E	7) C
8) F	8) F	8) E
<b>II</b>	<b>II</b>	<b>II</b>
1) G	1) C	1) B
2) A	2) H	2) I
3) F	3) F	3) F
4) I	4) I	4) A
5) H	5) A	5) D
6) C	6) G	6) H
7) D	7) B	7) E
8) B	8) D	8) C
9) E	9) E	9) G
Note		

186	187
<b>I</b>  1) adequate 2) destination 3) meantime 4) antiques 5) cleft 6) defiantly 7) advice 8) nationalism	<b>I</b>  1) advantages 2) propelled 3) distress 4) marsupials 5) infuriates 6) sorcery 7) duration 8) modest
<b>II</b>  1) downwind 2) sprawled 3) fugitive 4) aisles 5) distaste 6) quivering 7) spellbound 8) filth 9) threateningly	<b>II</b>  1) obstinate 2) bewildered 3) prowl 4) tolerance 5) receded 6) sheer 7) labourers 8) surrender 9) punishment
Note	



188	189	190
<b>I</b>	<b>I</b>	<b>I</b>
1) intensified	1) operation	1) discriminated
2) behalf	2) curses	2) bind
3) contradict	3) emerge	3) camouflage
4) revenge	4) miniature	4) declared
5) ecstasy	5) executed	5) acknowledge
6) muzzle	6) illegal	6) divine
7) faltered	7) fuming	7) unearthly
8) humorous	8) idle	8) extravagant
<b>II</b>	<b>II</b>	<b>II</b>
1) identification	1) forbidden	1) impassive
2) tongue	2) irritable	2) smug
3) aimlessly	3) excursions	3) loosened
4) judgement	4) occupies	4) rambled
5) levelled	5) canopy	5) prompt
6) enraptured	6) treasurer	6) meekly
7) desperate	7) pledged	7) lease
8) scuffle	8) scorched	8) sulk
9) impulsively	9) persuasion	9) drenched
Note		

191	192	193
<b>I</b>	<b>I</b>	<b>I</b>
	<p>1)</p> <ul style="list-style-type: none"><li>• Answers should contain reference to the weather or the drying ground (after the flood).</li><li>• The question refers to FII 192a paragraph 2 and FII 192b.</li><li>• Students may answer the question using their own words.</li><li>• Students are not required to answer in a full sentence, provided their answer makes sense in the context.</li></ul> <p><b>SAMPLE ANSWERS</b></p> <p>There had been little or no rain since the floods, so as the ground dried cracks formed in the heavy clay soil of the churchyard.</p> <p>dry weather</p>	<p>1)</p> <ul style="list-style-type: none"><li>• Answers should contain reference to ‘Blackbeard’s hoard’, ‘diamond’ or ‘great things’ (or a synonym).</li><li>• The question refers to FII 193b.</li><li>• Students may answer the question using their own words.</li><li>• Students are not required to answer in a full sentence, provided their answer makes sense in the context.</li></ul> <p><b>SAMPLE ANSWERS</b></p> <p>The narrator hopes to find Blackbeard’s treasure at the end of the passage.</p> <p>Blackbeard’s hoard</p> <p>Blackbeard’s diamond treasure</p>

194	195
<div>I</div>	<div>I</div> <div>1)</div> <div><div>• Students tick the sentence which describes what they have read in the story so far. (The answer may be found by reading FII 192b to FII 193b.)</div><div><div></div><div></div><div><input checked="" type="radio"/></div></div></div>

196	197	198
<b>I</b>	<b>I</b>	<b>I</b>
	<p>1)</p> <ul style="list-style-type: none"><li>• Answers should contain reference to both 'candle' and 'tinder-box'.</li><li>• The question refers to FII 197a paragraph 1.</li><li>• Students may answer the question using their own words.</li><li>• Students are not required to answer in a full sentence, provided their answer makes sense in the context.</li></ul> <p><b>SAMPLE ANSWERS</b></p> <p>The narrator took a candle and a tinder-box from the kitchen.</p> <p>one of the best winter candles and the tinder-box</p>	

199	200
<div data-bbox="90 169 144 196" data-label="Section-Header"><b>I</b></div> <hr/> <p data-bbox="90 323 116 355">1)</p> <ul data-bbox="90 363 561 627" style="list-style-type: none"> <li>• Answers should contain reference to 'squib' or 'signal' (or a synonym).</li> <li>• The question refers to FII 199a.</li> <li>• Students may answer the question using their own words.</li> <li>• Students are not required to answer in a full sentence, provided their answer makes sense in the context.</li> </ul> <p data-bbox="90 679 325 703"><b>SAMPLE ANSWERS</b></p> <p data-bbox="90 727 553 831">The narrator thought the blue flare was a signal to a contrabandier's mate.</p> <p data-bbox="90 858 395 946">A signal to a smuggler a squib</p>	<div data-bbox="590 169 644 196" data-label="Section-Header"><b>I</b></div> <hr/> <p data-bbox="590 323 616 355">1)</p> <ul data-bbox="590 363 1060 743" style="list-style-type: none"> <li>• Students should complete two parts to answer this question fully. They should describe who they think left the footprints and explain what these people were doing.</li> <li>• Students may answer the question using their own words and their own ideas.</li> <li>• Answers should be written in one or more full sentences. They should be correctly punctuated and the words correctly spelt.</li> </ul> <p data-bbox="590 796 826 820"><b>SAMPLE ANSWERS</b></p> <p data-bbox="590 844 1012 987">I think that smugglers had been using the passage to carry their contraband into secret storage beneath the church.</p> <p data-bbox="590 1015 1039 1158">I think that the footprints were made by robbers who have stolen all of Blackbeard's treasure from the end of the passage.</p>